



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Mr. Lavigne

Lesson #: 3

Facet: Empathy & Perspective

Grade Level: 11-12

Numbers of Days: 4

Topic: Building Empathy & Understanding Points of View

PART I:

Objectives

Student will understand that victims of terrorism are numerous and are often not from Western society.

Student will know motivations for conflict, death tolls, government vs. rogue action, governments in control, leaders in control, historical background, lasting effects of conflict, human cost of war, differing points of view for victims of conflict

Student will be able to consider historical, social, and cultural basis for multiple points of view including their own.

Students will be able to analyze a perspective that is not their own.

Product: Pen Pal Schools App, Google Earth, & Blogger

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, concepts, themes and patterns

Grade Level Span: Grade 9-Diploma "The World in the Contemporary Era"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Performance Indicators: b, c, d

Rationale: Students will learn that war/conflict in a region effects many people who like them could be a student, someone's brother, father, mother, sister, etc.

Assessments

• **Pen Pal Schools App:** In this class we will be using the Pen Pals Schools app to connect with students from the Middle East. Students will be expected to communicate with their pen pal throughout the lesson and give three reflections on conversations they've had with their pen pal. Reflections will show that you did in fact communicate with your pen pal and will show something you gained from the conversation (perspective, knowledge, perhaps even a friend). This assignment puts a human face and personality to a region that is often viewed in an inhuman way, as always respect is an expectation. **(75 points)**

• **Google Earth:** Students will use the Google Earth app to view the city/town their pen pal is from. I expect each student to explore the town using the streetview feature offered on Google Earth. Hopefully this will serve to broaden our perspective on a region we have little understanding of and help broaden our understanding of our pen pal's lived experiences. To prove you have done this I expect a 1 page response (typed, 12pt, times new roman font,

double spaced) on a separate page include one screenshot of your pen pal's hometown from the streetview feature. (25 points)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Socratic Seminar- Students will come in each day with topics they'd like to discuss as a group after speaking with their pen pal.

Blog post response to Google Earth assignment

Section II – timely feedback for products (self, peer, teacher)

Initial response blog post will be assessed 2 days before final response is due. Daily class discussion led by students and guided by teacher.

Summative (Assessment of Learning):

Students will individually write a blog post about how their conversations with their pen pal influenced the way they viewed the Middle East, Islam, and perhaps conflicts in the region. If a student feels their point of view has not been influenced explain why it hasn't and show consideration to the perspective of your pen pal. The blog post does not have to cover all or any of the topics I've listed above so long as it shows genuine reflection on your experience speaking with your pen pal.

Integration

Technology: Pen Pal Schools App (Modification) Students get to speak with someone all the way across the world to broaden their perspective, communication is instantaneous unlike traditional pen pals and students can share links to music, videos, photos, etc. that would be impossible through traditional methods.

Google Earth (Modification) Students get to view their pen pal's hometown in a way that would otherwise be unavailable through traditional maps. Streetview allows students to get a real sense of the lived experience of their pen pal.

Blogger (Augmentation) Students will be reflecting on their experience speaking with their pen pal in the form of blog posts. Blog posts offer a greater chance to express ideas for students as they allow them to attach photos, links, music, videos, etc. that would not be available to them through a traditional printed response. In addition the blog allows for students to view and interact with each other's work digitally.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Fact or opinion graphic organizers help class dispel harmful opinions that many wrongly consider as fact.

Section II – Groups and Roles for Product

Students will have class discussions where their peers help them work through ideas. Students will be able to individually reflect on their experience.

Differentiated Instruction

MI Strategies

Verbal: Students will write blog posts about how their pen pal influenced them.

Logic: Students will understand how the sequence of events in the Middle East shapes our perspective of the region.

Visual: Students will watch a video of Malala Yousafzai as a hook for the lesson.

Musical: Students will be asked to exchange musical interests with their pen pal and bring in an example for the class.

Intrapersonal: Students will be writing blog posts individually to assess how their pen pal influenced them.

Interpersonal: Students will be connecting with a pen pal across the world and communicating with them regularly.

Naturalist: Students will use Google Earth to view the region of the Middle East their pen pal is from.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Absences are inevitably going to occur over the semester for numerous reasons that are out of our control, that being said it is still important to keep up with the course content. For this reason I will make the content of each class accessible on the class wiki page. Additionally each student will exchange contact information with two other students (email, cell phone number, facebook profile, etc) who can clarify questions about the content or expectations (of course I will always be available via email to answer any questions as well). Extended deadlines for classwork due to absence are negotiable, however they will be expected the following class period if an extended deadline has not been agreed upon. Special accommodations can be made for extended absences and can be negotiated on a case by case basis. Students will have the same expectations for interacting with their pen pal in the event of an absence and/or multiple absences. Students who are absent or wish to not participate in the pen pal assignment are free to respond to online articles rather than communicate with a pen pal.

Extensions

My goal in this class is for you to come away with an understanding of the material, assignments are often my way of ensuring that I'm doing an effective job conveying that information to you. That being said I'm not operating under the assumption that no learning can take place if an assignment is not completed on time, but I do expect if there is an issue that will prevent it from being completed on time that it is communicated before the due date. If an issue is communicated prior to the due date of an assignment there is always potential for an extension or a reduced deduction from their grade, however if no communication has taken place the student will receive a 10% deduction from their grade for each class period it is late. Each assignment is designed to build on the last which hopefully will serve to add to the class experience and for that reason due dates are important. In terms of format I expect all typed assignments to be in Times New Roman 12pt font and double spaced.

Gifted Students: Gifted students will post blog separately from the class blog and share it publically.

Materials, Resources and Technology

iPads or laptops (with Google Earth & Pen Pal Schools App)

Laptop

Projector

Fact or Opinion graphic organizers

Source for Lesson Plan and Research

<http://www.cc.com/video-clips/bd19ix/the-daily-show-with-jon-stewart-malala-yousafzai-pt--1>

Hook (Malala interview)

<https://www.penpalschools.com/>

Program that links students to another classroom

<http://www.studenthandouts.com/01-Web-Pages/Social-Studies/Fact-and-Opinion-Chart.html>

Fact or Opinion graphic organizer

<https://www.blogger.com/blogger.g?blogID=4146912693015298690#overview/src=dashboard>

Class Blog

<https://www.google.com/earth/explore/products/plugin.html>

Google Earth

PART II:

Teaching and Learning Sequence

Students will be set up in small round table groups of 3-4. My desk will be in the corner so if I do have the chance to sit I will have a view of the whole classroom. Most of my teaching will be done standing up in front of the board or walking around the classroom.

Agenda (include days and times)

Day 1

Hook 5 minutes

Pen Pal Schools intro 15 minutes

Google Earth exercise 30 minutes

Give Google Earth assignment 5 minutes

Assign pen pals 5 minutes

Introduce Pen Pals assignment 10 minutes

Debrief 10 minutes

Day 2

Socratic Seminar 40 minutes

Work on blog entries 30 minutes

Debrief 10 minutes

Day 3

Socratic Seminar 40 minutes

Work on blog entries 30 minutes

Debrief 10 minutes

Day 4

Socratic Seminar 40 minutes

Final impressions 30 minutes

Debrief 10 minutes

Teaching and Learning Sequence

Students will understand that victims of terrorism are numerous and often not from Western society. If we are able to remove cultural bias we will find that there is much more that unites us with people around the world than that which divides us. The standard that will be addressed is E1 *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* The hook that will be used in this lesson is a comparison of our familiarity with symbols of oppression and terror versus our familiarity with symbols of hope and democracy. While we have familiarized ourselves with the villains in the region, heroes are often conspicuous in their absence from the public lexicon. At this point I will show a [short interview](#) with Malala Yousafzai and outline how she made change through dialogue as a middle school student using a blog. This will hopefully show students that it is possible to make change and utilizing the internet as a resource emboldens both our voice as advocates for change and the platforms we are able to access. **What, Where, Why, Hook Tailors:** *Visual, Intrapersonal, Verbal*

Students will know the relationship between an ideology we are at war with and the region of people we have consequently chosen to attach to it. Utilizing the [Pen Pal Schools app](#) students will create an open dialogue between themselves and a student from a classroom in Pakistan. The purpose of this dialogue is to help students familiarize themselves with other cultures and perhaps begin to recognize their own culture biases. After conversing with their pen pal students will write up a short [blog post](#) that outlines something they learned about their pen pal this could range from what their family life is like to what music they're listening to. Students will then utilize their blog posts as a guideline for conversation each class in a Socratic seminar format. These group conversations can help the instructor check for misunderstandings and as a class we can address those misunderstandings immediately and collectively. That being said a lot of contentious issues may be discussed where finite answers are not available, in these situations students will be encouraged to respect each other's opinions but must also be able to differentiate matters of fact and opinion. To make this distinction student's will be given a [Fact or Opinion](#) graphic organizer,

these will serve as a resource for their final reflection that is ultimately displaying how their opinion was influenced by new facts. **Equip, Explore, Rethink, Tailors:** *Interpersonal, Intrapersonal, Musical, Verbal, Logical*

Students will be using [Google Earth](#) to view their Pen Pal's hometown and will be asked to write a short reflective blog post. Upon completing their blog post after the first class students will receive feedback and gain a better understanding of the type of reflection I will ask of them for their final blog post at the end of the lesson. Students will receive feedback from both the teacher and their peers during Socratic seminars as their blog posts are serving as a springboard for conversation. In addition to receiving feedback from their teacher and peers the final reflection blog post works as a way for the student to assess what they learned and how valuable the lesson was to them personally. **Experience, Revise, Refine, Tailors:** *Visual, Verbal, Naturalist, Interpersonal, Intrapersonal*

The final product will be graded based on two criteria the first being that the student can show what they learned from connecting with their pen pal and second that they can show how that influenced their perspective. This final reflection will be in the same blog format that the rest of their posts have been in although I would be receptive to any sort of deviation so long as it can answer the two questions I've listed above. The point of this lesson is to broaden perspectives of the students and not necessarily to change their opinion, if the conversations they had affirmed an opinion they had before then that is what they can write about. New information does not always necessitate a change in opinion it can sometimes work in service of that opinion but that does not negate the fact that new information influences opinion either by emboldening it or by refuting it. Overall what I'll be looking for is a genuine attempt to take in new information and points of view into the student's schema and a genuine reflection on how that influenced the student. **Evaluate, Tailors:** *Intrapersonal, Logical, Verbal*

Teacher Content Notes

Begin first class with the Malala interview. Connect interview to tendency to disassociate people from conflict. Give "working knowledge worksheet" stress that this is not going to be graded but rather will serve as an example of how little we understand about a region we have recently had two wars in and have no reservations about bombing etc. Introduce Pen Pal Schools, this program will help us gain a full understanding of the region and help complete our perspective when we look at foreign policy. Have students view Khudi, Pakistan in Google Earth using streetview. Give Google Earth assignment, one page initial response to what you saw on Google Earth viewing this area, did it alter your perspective? If not why?. Assign Pen Pals, students will get matched with a student from the Pakistani classroom. Introduce Pen Pals assignment, students must interact with their Pen Pal at least three times and fill out communication log, and be thinking of how communicating with their pen pals alters their perspective. 10 minute debrief session for clarifying questions.

Both the second and third class will be based around a Socratic Seminar, students will bring in discussion topics that they wrote down after speaking with their pen pal. These questions will serve as the basis for discussion for the entirety of class. The instructor should only have interject if the conversation is becoming toxic or is moving away from being productive and/or to clarify misconceptions. Both classes will end with a 10 minute debrief session where students can ask clarifying questions about the assignments and about their individual reflections.

The final class will start with another Socratic Seminar. After students have spoke as a class for 30 minutes they can go back to their table groups to discuss their final thoughts and begin work on their final reflection. Students will then have a 10 minute debrief session for clarifying questions.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will use fact or opinion graphic organizer to organize ideas.

Microscope: Students will understand how historical, cultural, social influences have affected their pen pal's worldview.

Puppy: Grades in this lesson will be based much more on personal reflection and feelings rather than an understanding of concrete information.

Beach Ball: Class discussions give students control of the direction of conversation and students are free to talk about subjects they choose as long as it fits within the lesson.

Rationale: My lesson is designed to appeal to each of these areas for the reasons I have listed above. I believe this lesson offers an appropriate challenge for all learners which in my opinion is often overlooked in the classroom and that is that I'm asking students to recognize their own biases and view conflict from another perspective. I believe perspective taking is a universally valuable tool for learners and is universally challenging to learners.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative: Initial response post.

Summative: Final Reflection post.

Rationale: Students go in to the assignment with little or no understanding of the region and its people and by the end should know what the region looks like, have had conversations with someone from there, and know some of the challenges that they face.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

MLR or CCSS: Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Facet: Empathy and Perspective

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

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Naturalist: Students will use Google Earth to view the region of the Middle East their pen pal is from.

Type II Technology:

Technology: Pen Pal Schools App (Modification) Students get to speak with someone all the way across the world to broaden their perspective, communication is instantaneous unlike traditional pen pals and students can share links to music, videos, photos, etc. that would be impossible through traditional methods.

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Rationale: The use of Google Earth and Pen Pal Schools app give students the opportunity to make real connections with the material that would otherwise be unavailable to them.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: b, c, d

Students are engaging with real world issues and people across the world through the use of technology. Students are reflecting on their experience that is collectively accessible through a blog. Socratic seminars give the instructor the chance to engage in the material with students while the Pen Pal Schools app gives the instructor the chance to engage with colleagues across the world through the use of technology.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: a, b, c Students have the chance to converse with their pen pal in any way that sparks their interest and can reflect on their blog using a number of different forms of media. Students are able to assess their own progress through self reflection.